

**U.S. Department of Education**  
**2012 National Blue Ribbon Schools Program**  
**A Public School - 12VA7**

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice  
(Check all that apply, if any)

Name of Principal: Mrs. Leslie Horne

Official School Name: Grundy High School

School Mailing Address: 1300 Golden Wave Drive  
Grundy, VA 24614-7070

County: Buchanan State School Code Number\*: 014-0990

Telephone: (276) 935-2106 E-mail: lhorne@buc.k12.va.us

Fax: (276) 935-8602 Web site/URL: http://ghs.buc.k12.va.us/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. Tommy Justus Superintendent e-mail: tjustus@buc.k12.va.us

District Name: Buchanan County Public Schools District Phone: (276) 935-4551

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Willie Sullivan

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)  
(per district designation): 0 Middle/Junior high schools  
4 High schools  
0 K-12 schools  
10 Total schools in district
2. District per-pupil expenditure: 11434

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	71	70	141
3	0	0	0		10	76	69	145
4	0	0	0		11	65	64	129
5	0	0	0		12	56	45	101
Total in Applying School:								516

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
0 % Black or African American  
0 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
100 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 3%  
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	17
(4)	Total number of students in the school as of October 1, 2010	491
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 0%  
 Total number of ELL students in the school: 1  
 Number of non-English languages represented: 1  
 Specify non-English languages:

Chinese

9. Percent of students eligible for free/reduced-priced meals: 48%

Total number of students who qualify: 249

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%

Total number of students served: 72

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>52</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>25</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>9</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>11</u>	<u>0</u>
Total number	<u>51</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	95%	95%	95%	93%
High school graduation rate	90%	95%	78%	91%	69%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>108</u>
Enrolled in a 4-year college or university	<u>33%</u>
Enrolled in a community college	<u>43%</u>
Enrolled in vocational training	<u>2%</u>
Found employment	<u>15%</u>
Military service	<u>2%</u>
Other	<u>5%</u>
<b>Total</b>	<b><u>100%</u></b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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Grundy High School is located in the most southwestern part of Virginia in the heart of the Appalachian coal fields. It is the county seat of Buchanan County. The town is noted for its educational institutions – Appalachian School of Law and the Appalachian College of Pharmacy. The town is also noteworthy for its flood control project. Beginning in 2001, a mountain was leveled to provide a place to relocate the town out of the flood plain. That project is completed, but now the construction of the Coalfields Expressway continues to change the face of our town.

As our community changed, Grundy High School changed. As the coal industry fell into decline, the population of the county, and subsequently the school population, declined. In the 1970's Grundy High School was grades 10-12 and the total enrollment was just under a thousand. Today our school houses grades 9-12 and our total enrollment is currently just over five hundred. Our student population is 99% white and many of them are from families who have lived in these mountains for many generations. Due to our geographic isolation and economic instability, a large percentage of our students are economically disadvantaged; at present, 48% of our students receive free or reduced price lunch.

Grundy High School's commitment to high performance can be summarized by our motto "Grundy High School – Where Kids Come First." It is our mission to provide a positive learning environment where students can develop skills, knowledge, and attitudes necessary to enter the world of work or to meet the challenges of higher education. The faculty is diverse with more veteran than novice teachers. The number of teachers with advanced degrees exceeds the state average, and Grundy High is the only school in the county that has two teachers with education specialist degrees. Teachers come from different backgrounds with many educational and travel experiences which add richness to their instruction. A special education instructor has had her lesson plans published, and a member of the English faculty is an award winning author and published novelist.

Our curriculum is dedicated to helping our students succeed. In the past five years, we have doubled our dual enrollment class offerings and we provide online courses at the governor's school as well as virtual Virginia classes. Students who take dual enrollment English and creative writing have their writings published in the school's anthology.

Community is important to Grundy High School. Students take pride in serving the community and community members and parents are an important part of the school. A favorite saying in our mountains is "we take care of our own." School service clubs and organizations such as the Key Club raise money to provide meals at Christmas for families, provide food for the humane society, and stock the county food pantry. The Army JROTC assists with Field Day, an annual event at the middle school, Relay for Life, and Walk for Autism. The community based Terra Tech Engineering firm mentors Grundy High's award winning FIRST (For Inspiration and Recognition of Science and Technology Robotics Team), and has done so for the past twelve years. Our academic organizations include the National Academic League, Science Seminar, Oral Communications Seminar, and the Academic Team which competes at contests throughout the region. Students also enter science fairs, math contests, and business competitions.

Grundy High School is an award winning school in many areas. Boys and girls sports are offered year around and include soccer, football, basketball, baseball, softball, tennis, track, weightlifting, and wrestling. The wrestling team has won the state championship sixteen times. The girls' cross country team qualified for state competition this year and the girls' basketball team won the district championship.

In addition to providing students with learning opportunities that support and encourage academic, athletic, and social growth, Grundy High School works to ensure students a safe and nurturing environment where kids really do come first.

### 1. Assessment Results:

Grundy High School is consistently performing at or above predicted scores on all state-mandated Standards of Learning (SOL) End of Course assessments. Students are tested at the end of course in Algebra I, Geometry, and Algebra II and Reading/English language is tested in the eleventh grade. GHS has consistently exceeded federal requirements of “No Child Left Behind.” In the years from 2006-07 to 2010-11 math and Reading/English language scores saw no significant gains or losses. Each year, at least 95% of all students scored proficient or advanced on state-mandated tests in Reading/English language. This percentage was even higher for mathematics where student achieved a 97% percent pass rate. The school has earned Adequate Yearly Progress (AYP) each year during this period.

According to Virginia requirement, students must score 400 to 499 for Pass/Proficient on a 600 point scale. Students with a scaled score of 500 to 600 receive Pass Advanced with the exception of Algebra II, where a student with a scaled score of 500 to 600 is noted as Pass College Path. Students scoring below 400 receive a Fail/Does Not Meet Criteria.

Grundy High School students have exceeded the minimum requirements for AYP the last five years and have been among the highest in the school district as well as the state. Reading/English language scores for the past five years are as follows:

- 2006-07 - 97 percent pass rate
- 2007-08 - 95 percent pass rate
- 2008-09 - 98 percent pass rate
- 2009-10 - 96 percent pass rate
- 2010-11 - 98 percent pass rate

Student performance on the mathematics tests has been even more remarkable. Student achievement results in mathematics for the past five years are as follows:

- 2006-07 - 98 percent pass rate
- 2007-08 - 98 percent pass rate
- 2008-09 - 100 percent pass rate
- 2009-10 - 99 percent pass rate
- 2010-11 - 97 percent pass rate

Almost one half of the student population at Grundy High School is economically disadvantaged. The commitment to “Kids First” drives the school to serve each student to ensure that the achievement gap between the entire school population and this sub-group is minimal. A look at the school’s Adequate Yearly Progress report card shows that the percentage of students in this sub-group performs at the same level as the general population in the Pass Proficient category and almost as well in the Pass Advanced category.

In the past five years, the number of students with disabilities taking the Standards of Learning assessments has ranged from a low of 8 percent of those tested to 22 percent. The percentage of this sub-group that scored Pass/Proficient in Reading/English language has been 80 percent or above and in keeping with the general population, this group also scored higher in mathematics (at least 95 percent). The strong correlation between scores of the general population and this sub-group can



be attributed to the cohesive teaching using the regular classroom teacher and an inclusion teacher in the core subjects. Although the number of students scoring Pass/Advanced is much lower than the general population, teachers and administration are consistently working to implement support to meet the needs of the students.

## **2. Using Assessment Results:**

The faculty and staff of Grundy High School constantly assess student data to improve teaching and learning. Data is collected from state mandated Standards of Learning end-of-course tests; School Report Card; and student academic progress reports. This data is used to develop a plan to ensure that all students are successful.

Each student enrolled in one of the four core areas is required to take the end-of-course test. Using question-by-question data from these tests, each item is analyzed to determine instructional strengths and weaknesses of the teacher. By completing this process, teachers can develop lesson plans, pacing guides, and instructional strategies that provide adequate time for strengths but increase instructional time for the weak areas. The teacher also reviews instructional materials used to teach strands that large number of students found difficult and develops new teaching strategies for the areas of difficulty. Teachers who have a troubled content area are offered professional development that addresses the weakness displayed in the data analysis.

The individual student test scores are analyzed to determine if the student has a specific problem in a core academic area. If a student fails an end-of-course SOL subject test, that student is identified and offered remediation, and the opportunity to retest in that subject. The struggling student's question-by-question is analyzed to determine which SOL strands warrant remediation. The teachers provide remediation using a variety of methods: one-on-one, peer tutoring, and technology.

Test scores are not the only criteria for student success; data on attendance is also collected. Students who are habitually absent from school are identified and parent conferences are requested. It is the belief at Grundy High School that students who are absent from school cannot learn, and every effort is made to minimize absenteeism.

At the end of a student's freshman year, core course grades are analyzed to develop a plan of instruction for the student's English and mathematics courses. A student who performs well in Algebra I is placed in Plane and Solid Geometry. All others take Geometry in two parts. Students who perform well in English are placed in college prep English and as seniors those students are placed in dual-enrollment English, where they receive credit for college freshman English.

The faculty at Grundy High School uses a variety of resources to communicate with both the students and their parents/guardians. Many teachers use EnGrade, an on-line grade book. Engrade allows parents to access assignments and grades and provides a means for two-way communication with the teacher. Grundy High School also uses Teacher Web, an interactive web-site, to keep parents informed, allow parents to contact faculty and staff, and to applaud student accomplishments. Students and parents are also provided information on the school's web page and through the use of One-Call, a messaging service that allows the school to communicate with both large and small groups of the student population.

Student achievements and successes are prominently displayed on the school's marquee at the entrance to the school. Those who score 600 (a perfect score) on the Standards of Learning End of Course tests become members of the school's 600 Club. They are recognized at the school's Awards Day and presented with t-shirts. Students are recognized monthly for outstanding academic and athletic achievements by the local school board, and the local newspaper keeps the community informed of all student and school accomplishments.

### **3. Sharing Lessons Learned:**

Sharing strategies with other schools in the district or state can be as simple as making a phone call; faxing a policy to another school; joining a webinar to discuss more complex issues; or having school personnel conduct professional development county, district or state wide. The leadership team examines how teachers' best practices can be shared successfully at the other schools.

Two team members, representing math and social studies, conducted a county-wide teacher/mentor program. The workshop focused on SOL teaching strategies; alignment of Department of Education Curriculum Framework; and the implementation of the Buchanan County School Division pacing guidelines. Through Grundy High's shared successful strategies, other math and social studies teachers in Buchanan County learned to improve instruction in identified academic areas of weakness in order to provide high quality instruction for every student. Other team members share their successful strategies by conducting region-wide workshops. These workshops were conducted with middle school math teachers to provide them with new strategies to teach the SOL's.

Three additional leadership team members have been published nationally. One member of our Special Education Department has had her lesson plans published in *More Best Practices for Middle/High School Classrooms*. Grundy High is also extremely proud of its first-ever resident writer. A member of the Appalachian Writer's Project, this team member has had nine publications and was honored with a community event celebrating the publication of her first novel. The novel and her other writings are available on Amazon, Barnes and Noble, and Books-A-Million. This novel have been nominated for the Weatherford Award for Appalachian Literature and the Virginia Library Fiction Book of the Year award.

One teacher, working with southern author Lee Smith, produced an oral history of Buchanan County. After countless hours of teaching and sharing interviewing and writing strategies, a book signing was held in Virginia Beach and at the Buchanan County Public Library.

One of the English teachers developed a global enrichment project in which Grundy High School students and students from Horten, Norway studied the same literature and discussed it on-line and through teleconferencing. After two years of working together, the students from Norway came to Grundy to visit their American counterparts.

Grundy High School shares by putting the spotlight on others and, by doing so, has found itself listed among the state's elite.

### **4. Engaging Families and Communities:**

The first successful strategy that enables Grundy High's personnel to work well with family and community members for student success is purposeful listening. Yes, listening is a strategy and when done correctly, it is a most powerful one. The principal and the leadership team at GHS do not just listen, but listen to use obtained information to improve instruction and the overall student experience at Grundy High. Purposeful listening develops trust, and trust is the basis for all relationships. Without a trusting relationship among all stakeholders involved, the student's success rate plummets.

Another successful strategy Grundy High School's leadership team incorporates to set itself apart from other schools is connection. The principal at Grundy High works vehemently to connect all involved to ensure student success. Connectors work horizontally, stand together, focus on relationships, seek partnerships and value cooperation. Staying connected is the backbone for the high student achievement rate at Grundy. Through peer groups meetings, community forums, student assemblies, and student-led clubs and organizations, Grundy High School stays connected. Local media sources are great ways to stay connected. Leadership team members attending after school functions and showing support for the overall welfare of the student connects teacher to parent and administrator to community leaders. When all are connected and develop a trusting relationship, wonderful things happen to student performance.

Grundy High School exhibits unusual and exemplary strategies to ensure student success when working with family and community members. Leadership members lead teachers to touch students' emotional sides. At Grundy High School, it is believed that by tapping into students' emotions, optimum student performance can be attained. The principal established this strategy when employed in 2005. Through purposeful listening, belief in connecting and emotional touching, Grundy High School is extremely successful in working with family and community members for student success.

### 1. Curriculum:

At Grundy High School, the curriculum is designed to meet the needs of all students regardless of their ability levels. Teachers establish and communicate clear learning goals for a challenging curriculum in an array of course offerings including classes where Virginia Standards of Learning (SOL) are identified and addressed. Inclusion is provided by special education teachers who co-teach within the core content classes and provide assistance to all students.

In the English curriculum, emphasis is placed on developing critical reading and writing skills. Collaborative teaching is an important aspect of the curriculum and Grundy High School seeks opportunities for students to work with writers and other cultures. Course offerings include: English, dual enrollment English for seniors, drama, humanities, Appalachian literature, creative writing, forensics, and photojournalism. SAT preparatory classes are also offered. Students are required to complete four years of English and pass the Standards of Learning (SOL) tests for writing and reading to receive English verified credits.

Math teachers use a variety of teaching methods including lecture, direct instruction, and drill and practice. Manipulatives, and demonstrations also provide support for the instructional process. A computer lab is available and Smart Boards are used to enhance learning. Students must complete three years of math that include algebra, geometry, calculus, and Algebra, Functions, and Data Analysis. Students must pass at least one math SOL test to earn mathematics verified credits required for graduation.

In the social studies curriculum, students are involved in standards based activities that are geared to all learning levels. This includes traditional teaching methods along with projects, games, mock trials and elections, and geography adventures. The core classes of World Geography, World History, U.S. History and U.S. Government are taught in accordance with the Virginia SOL directives. Dual enrollment classes are offered for college bound students. Special education students are involved in inclusion settings.

Grundy High School's science curriculum challenges students with inquiry based and hands-on learning experiences. Students start with coursework in Earth Science and continue with Biology, Chemistry, Ecology, and Physics. Classrooms have laboratory areas for activities and experiments. Science skills are enhanced through Science Fair competitions. Students are required to successfully complete three years of science courses and earn one science verified credit.

To further augment the students' education, Grundy High School also offers AP and other advanced courses through VirtualVirginia.org and the A. Linwood Holton Governor's School. These courses include Astronomy, Anatomy and Physiology, Engineering and Robotics, Principles of Physics, Probability and Statistics and Western Civilization.

The visual and performing arts programs consist of Band, Art I-IV, and Art History. Art History is available through VirtualVirginia.org. Band students perform concerts during the year and participate in marching and concert music competitions. Art classes provide students opportunities to experiment with different mediums. The art classroom has a large work area for hands-on work, demonstrations, and exhibitions.

Spanish I-III is offered as an elective for sophomores, juniors, and seniors at Grundy High School. Nearly forty percent of the students in grades ten through twelve enroll in Spanish. Instruction is focused on conversational and written Spanish. Cultures of Spanish-speaking countries are also studied.

Physical Education is crucial to our students' health and well-being. All students are required to take two courses of Physical Education. One course includes health and the other includes driver's education. Our facility contains a weight room that allows students to work on their individual training program.

Grundy High School offers elective courses in the Family and Consumer Science program and the Business and Marketing program. These courses are designed to equip students with skills to face the challenges of today's society. JROTC is another course offering available to students at Grundy High School. The JROTC program gives students the opportunity to improve themselves by teaching skills in self-discipline, confidence, and pride in a job well done.

## **2. Reading/English:**

The English department of Grundy High School consists of five teachers. Courses offered are English, dual enrollment English (with Southwest VA Community College) for seniors, drama, humanities, Appalachian literature, creative writing and photojournalism. The department also offers SAT preparatory classes and forensics. The curriculum follows the Virginia Standards of Learning.

The English department believes that communication is essential to our students' success in life. In addition to the curriculum, the English teachers coach our students on the importance of preparation, timeliness, attendance, and academic integrity. In our English classes we strive to teach our students to:

1. Develop the vocabulary and structures needed to support critical views in oral and written responses to literature.
2. Understand the larger framework of our literary tradition through wide and varied reading.
3. Write in a variety of genres and contexts, both formal and informal, employing appropriate conventions.
4. Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.
5. Study vocabulary in the context of the literature and with college level word lists; to help students advance in vocabulary skills to cope with unfamiliar language.
6. Emphasize our Appalachian heritage through oral tradition collecting projects that result in student made magazine.

Grundy High School English classes offer differentiated instruction that addresses various learning styles and focuses upon students' needs. Special education teachers collaborate with the English faculty and co-teach in the classroom.

Collaborative teaching is an important aspect of the English curriculum and instructors seek opportunities for our students to work with writers and other cultures. English students maintained a writing based discussion with students in Norway, culminating with Norwegian students visiting Grundy High School. English students also collaborated with the award winning author Lee Smith on a book about Grundy called *Sitting on the Courthouse Bench*. Ms. Smith edited the book that contained interviews and photographs written and collected by Grundy High School students. The book captured an oral history of Grundy before it was relocated.

## **3. Mathematics:**

The mathematics department at Grundy High School is held to high standards as the state department requires all students to complete three different mathematics courses and pass at least one Standards of Learning (SOL) test to earn verified credit. The mathematics department is comprised of four teachers, all with several years of experience. Three of our four teachers have Master's degrees and two of those have Education Specialist degrees.

Courses offered at Grundy are: Algebra I; Geometry; Algebra, Functions, and Data Analysis; Algebra II; Advanced Mathematics; and Calculus. We are teamed with Southwest Virginia Community College and A. Linwood Holton's Governor's School to offer students Pre-Calculus, Calculus, and Statistics for college credit. All students are required to take Algebra I in the ninth grade. This course is a year-long ninety minute class that provides a strong building block for future mathematics classes. Students performing well in Algebra I are placed in one semester Geometry while those who need additional help are placed in Geometry that will last the entire year. Students can complete the Virginia state mathematics requirements by taking Algebra, Functions, and Data Analysis or Algebra II.

The teachers at Grundy High School use a variety of instructional methods to reach all students. Students are taught using the standard method of direct instruction. Teachers use lecture, explicit teaching, drill and practice, manipulatives, and demonstrations. Puzzles, interactive games, and field trips are used as part of the instructional process. Each year students attend Math and Science Day at an amusement park to apply lessons learned in math classes. A computer lab is available and Smart Boards are used daily to enhance lessons.

For students with special needs, Grundy High School offers inclusion classes in Algebra I, Geometry, and Algebra, Functions, and Data Analysis. These students take the state mandated SOL end of course tests and are highly successful. In the past five years, the average proficient score for all students taking the SOL tests is 98.4%, while our special needs students have averaged 97.8%. Individual teachers are available before school, during lunch and break, and after school to provide assistance to any student needing help. Recently, one teacher was spotted at a basketball game in the stands assisting with math homework. At Grundy High School, students really do come first.

#### **4. Additional Curriculum Area:**

The social studies department at Grundy High School is comprised of two teachers, both with Master's degrees, dedicated to providing high quality education to diverse learners. The core classes of World Geography, World History, U. S. History and U.S. Government are taught in accordance with the Virginia Department of Education's Standards of Learning directives. All but U.S. Government are tested at end of course.

Over the past six years, the social studies department has seen a steady increase in passing scores on the Standards of Learning tests. We have been able to achieve and maintain an 80% pass rate for all students. To achieve this goal, students are involved in interesting, thought provoking and standards based activities geared to all learning levels. This includes traditional teaching methods along with projects, games, mock trials and elections, and geography adventures. Dual enrollment classes are offered for college bound students and special needs students are involved in inclusion settings. No student is left behind at our school.

Teachers regularly participate in professional development designed to reach all learning levels while simultaneously raising test scores. Social studies teachers make every effort to find new and interesting ways of presenting old information as well as current events. For example, creating Facebook accounts for historical figures and Twitter accounts for current world leaders have been interesting ways to engage students.

It is Grundy High School's goal to prepare students to lead society into the future by making them aware of their past. Not all of the graduates of GHS will be future policy makers, but they will all be an informed electorate capable of contributing to society.

#### **5. Instructional Methods:**

At Grundy High School, teachers work collaboratively within their departments and especially with inclusion teachers, teachers of students with disabilities, and those students who find achieving their educational goals difficult. Intervention has been and will continue to be geared to improve all students'

academic skills and learning strategies. Teachers use many strategies to help individualize their classroom instruction for students who are struggling and need assistance. These strategies include the use of accommodations and modifications such as: seating a student near the teacher or in a quiet spot, breaking material and assignments into more manageable parts, simplifying and clarifying assignments, peer assistance, visual aids, and utilizing study guides. Core academic classes utilize small group or individual “pull out” instruction with students at risk of failing the Virginia Standards of Learning tests because of their disabilities. Paraprofessionals are also used to provide additional academic support when necessary.

Grundy High School students are recognized as having diverse backgrounds, academic abilities, and learning styles. Gifted students are provided many opportunities. Teachers work to challenge these students with activities including after school seminars, field trips, community speakers, and mentors. Test preparation for the SAT is available and is a high priority for all college bound students. A variety of AP courses are offered through VirtualVirginia.org. For students whose IEP’s mandate specifically designed instruction, courses are offered to meet the individual needs of these learners.

Instructional technology and technology applications are integrated into daily lessons to engage students. Many teachers have an interactive white board with the ability to connect to the Internet. This allows virtual lessons and experiences to be brought into the classroom. Graphing calculators, multimedia projectors, and computers are also used to enhance learning.

Grundy High School teachers and staff recognize that in order to have a high level of student achievement, quality instructional practices and challenging academic standards are vital.

## **6. Professional Development:**

Professional development at Grundy High School focuses on enhancing teaching techniques that engage students. Professional development is done formally through faculty meetings, in-service days, and workshops. Teachers are encouraged to attend professional development that addresses their instructional methods. Core content teachers meet and collaborate to align the Virginia Standards of Learning with their curriculum. They also share ideas and best teaching strategies for student achievement.

Teachers attend district, regional, and state conferences to continue improving their instructional strategies. Many teachers conduct in-house training workshops covering the implementation of technology, PowerPoint games, and manipulatives. Teachers continue to receive training in the latest technological advances to enhance instruction. Some of the advances include the use of multimedia projectors, computers, graphic calculators, and interactive whiteboards.

At Grundy High School, new teachers are paired with an experienced teacher to serve as a mentor. These new teachers receive training at the beginning of each school year and continue to meet throughout the year with their mentors. At Grundy High School, the mentor-mentee teacher program helps new teachers acquire the skills essential for student achievement.

The professional development received has continually supported student learning and allowed the school to maintain the status as one of the highest achieving high schools in the state of Virginia. Ninety-eight percent of students are proficient in English and mathematics on state mandated tests. To achieve this level of proficiency, teachers evaluate students daily to ensure comprehension of the material. Due to these assessments, teachers are better able to provide students with the instruction and learning strategies needed for individual achievement.

Grundy High School’s success is supported by the teachers’ diligent hard work and extra time spent on continuing education. The teachers at Grundy High School are dedicated to perfecting skills, learning new instructional strategies, and being life-long learners.

## **7. School Leadership:**

The school leadership team at Grundy High School believes successful schools have successful students. In order for GHS to continue to develop successful students and to exist in a cycle of continuous school improvement, the leadership team must continuously re-evaluate its objectives and be willing to adapt to students' ever changing needs.

The principal begins each school year by examining current student achievement data and incorporating an accountability program for all stakeholders. Every student at GHS is placed on the pathway to obtaining a standard (or higher) diploma. A modified diploma is not a goal on the path of success at Grundy High School, but is viewed as a safety net for students who do not meet standard diploma requirements. At Grundy, this number is extremely low. In 2011, Grundy High graduated 108 students and only 4 of those received modified diplomas.

Grundy High School's motto is "Where Kids Come First." Deceptively simple, the goal to always put "Kids First" acts as a springboard for open communication and this has created a forum that allows opinions and suggestions to be heard and incorporated into the school's mission and vision. This allows Grundy High to develop a wider range of projects and to explore a greater depth of ideas and possibilities because of the resources offered through community buy in.

The principal fosters positive relationships among faculty, staff, students and community. GHS's leadership team ensures policies and programs that put "Kids First" by being student friendly and easily recognizable. The principal listens to opinions and has the ultimate task of channeling them in the correct direction. The community trusts school leaders who are listening to students. This gives all stakeholders ownership of student welfare at Grundy High.

School leaders display honesty, integrity and openness. GHS teachers are role models and conduct themselves as professionals. The faculty serves on committees; works after school events; helps formulate student remediation programs; attends staff enrichment activities; and produces quality athletic/academic opportunities for students. The principal supports programs by attending school events, team driven projects, and student/staff driven activities.

This approach is not without many long nights and countless meetings to identify areas of need for the continuous school improvement cycle. It is this philosophy that is closing the achievement gap among all sub groups of students while continuously pursuing an increase in overall student achievement.



# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: EOC Mathematics

Edition/Publication Year: 2001/2001 Publisher: NCS Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Jun	May	Jun	May	May
<b>SCHOOL SCORES</b>					
Pass Proficient/Pass Advanced	97	99	100	98	98
Pass/Advanced	21	30	31	32	24
Number of students tested	261	226	253	250	237
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass Proficient/Pass Advanced	97	99	100	97	96
Pass/Advanced	15	23	31	19	13
Number of students tested	123	110	104	100	119
<b>2. African American Students</b>					
Pass Proficient/Pass Advanced					
Pass/Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass Proficient/Pass Advanced					
Pass/Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Pass Proficient/Pass Advanced	95	96	100	95	95
Pass/Advanced	0	16	22	11	14
Number of students tested	20	26	22	23	42
<b>5. English Language Learner Students</b>					
Pass Proficient/Pass Advanced					
Pass/Advanced					
Number of students tested					
<b>6.</b>					
Pass Proficient/Pass Advanced					
Pass/Advanced					
Number of students tested					
<b>NOTES:</b>					
Blanks represent fewer than 10 students tested. Grade 11 is used to represent students taking end-of-course assessments. Because Virginia students take the EOC assessment when they complete the course, they may take the test in any grade.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: EOC English: Reading

Edition/Publication Year: 2002/2002 Publisher: NCS Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Jun	May	Jun	May	May
<b>SCHOOL SCORES</b>					
Pass Proficient/Pass Advanced	98	96	98	95	97
Pass/Advanced	54	46	43	49	33
Number of students tested	101	119	113	98	125
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass Proficient/Pass Advanced	98	93	100	90	96
Pass/Advanced	50	33	27	38	33
Number of students tested	53	49	50	46	80
<b>2. African American Students</b>					
Pass Proficient/Pass Advanced					
Pass/Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass Proficient/Pass Advanced					
Pass/Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Pass Proficient/Pass Advanced	83	80		93	87
Pass/Advanced	20	15		71	8
Number of students tested	11	17		17	23
<b>5. English Language Learner Students</b>					
Pass Proficient/Pass Advanced					
Pass/Advanced					
Number of students tested					
<b>6.</b>					
Pass Proficient/Pass Advanced					
Pass/Advanced					
Number of students tested					
<b>NOTES:</b>					
Blanks represent fewer than 10 students tested.					

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# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Pass Proficient/Pass Advanced	97	99	100	98	98
Pass/Advanced	21	30	31	32	24
Number of students tested	261	226	253	250	237
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass Proficient/Pass Advanced	97	99	100	97	96
Pass/Advanced	15	23	31	19	13
Number of students tested	123	110	104	100	119
<b>2. African American Students</b>					
Pass Proficient/Pass Advanced	0	0	0	0	0
Pass/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Pass Proficient/Pass Advanced	0	0	0	0	0
Pass/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Pass Proficient/Pass Advanced	95	96	100	95	95
Pass/Advanced	0	16	22	11	14
Number of students tested	20	26	22	23	42
<b>5. English Language Learner Students</b>					
Pass Proficient/Pass Advanced	0	0	0	0	0
Pass/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Pass Proficient/Pass Advanced	0	0	0	0	0
Pass/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12VA7

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Pass Proficient/Pass Advanced	98	96	98	95	97
Pass/Advanced	54	46	43	49	33
Number of students tested	101	119	113	98	125
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass Proficient/Pass Advanced	98	93	100	90	96
Pass/Advanced	50	33	27	38	33
Number of students tested	53	49	50	46	80
<b>2. African American Students</b>					
Pass Proficient/Pass Advanced	0	0	0	0	0
Pass/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Pass Proficient/Pass Advanced	0	0	0	0	0
Pass/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Pass Proficient/Pass Advanced	83	80	0	93	87
Pass/Advanced	20	15	0	71	8
Number of students tested	11	17	0	17	23
<b>5. English Language Learner Students</b>					
Pass Proficient/Pass Advanced	0	0	0	0	0
Pass/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Pass Proficient/Pass Advanced	0	0	0	0	0
Pass/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

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